

Constant improvement of the system of training and retraining of APS is justified by the change in the role of an individual in the modern world, the new requirements to the quality of the human capital that take into consideration cultural, spiritual, societal, economic, and technological transformations as well as numerous local, regional, national, and global challenges.

Functions of postgraduate pedagogical education are being expanded and it is being transformed into postdoctoral education under the pressures from the market and information and technological progress. This is very much in line with the modern trends of lifelong learning.

Administrations of higher educational institutions specializing in economic, legal, agricultural and medical studies do not provide incentives for research in the areas of pedagogical sciences, specifically in specializations 13.00.04 and 13.00.02. To work in such institutions and be a candidate or doctor of pedagogical sciences is not prestigious and does not open any perspectives for career advancement. At the same time, positions responsible for teaching methodology, program and curriculum development in such institutions are often occupied by people without relevant academic backgrounds in pedagogy [4].

Instead of generating new breakthrough ideas, researches often have to spend their efforts on development of already existing fields of knowledge. Although this creates an illusion of development and may produce some results, it essentially leads the science and, therefore, the whole country, into a dead end.

There is a clear lack of conditions needed to raise the prestige and social status of APSs, their occupational and cultural growth. Targeted training of researchers and academics can become the basis for such professional growth. This can be done through various professional upgrading programs, internships, innovative training programs, participation in international projects and exchanges.

State policy in the area of APS training is targeted towards improved professional selection and training of youth, creating necessary preconditions for a conscious selection of the pedagogical occupation and an establishment of a system for occupational selection of youth to higher pedagogical training institutions.

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QUALITY MANAGEMENT OF VOCATIONAL TRAINING OF COMPETITIVE EXPERTS TAKING INTO ACCOUNT EXPERIENCE OF THE POST-SOVIET COUNTRIES

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The urgent problem of quality management of training of competitive experts in professional educational institutions is considered in the article. The historical analysis of formation and development of vocational training system of specialists and its influence on quality of training from the beginning of creation by present time is carried out. Advantages and disadvantages of historically existing system of vocational training of specialists are revealed. The elements of a modern running system of quality of vocational training of specialists in the Post-Soviet countries are considered. It is revealed the main directions of reforming of a modern running system of quality of vocational training of specialists in Ukraine taking into account the experience of the Post-Soviet countries.

Keywords: quality managements, vocational training of the specialists, vocational college.

The main core in quality management remains the traditional Post-Soviet system at the present stage of development of professional education in Ukraine it was in general positive results, but it is not answer for modern European recommendations for a long time.

Generally accepted is the fact that its future depends on quality of vocational training in Ukraine. The system of vocational training forms the most important richness of the state - its human potential. The statement will be fair that improvement of quality of vocational training has to become a strategic national priority of each state as noted process is directly connected with development of economy and society.

Traditionally, quality of vocational training connected to a content and a form of an educational process, besides the content of the educational process was based only on qualification and experience of pedagogical workers. However today there is necessity of revision of views of the noted problem.

Considering a competition aggravation in the education market, the most important is the problem of survival of professional educational institutions in competitive fight in providing educational services. It is necessary to reconsider the relation to the concept of quality of vocational training it is clear that the contents and a form of educational process have to be variable all the time.

The national system of vocational training has the long created traditions and standards. The carried-out analysis of vocational training of specialists since appearing of the first professional educational institutions (the XVIII c.) and by the present time allowed us to draw a conclusion that the due attention was not always paid to vocational training and its quality. Incidental formation and development of different branches of production according to social, economic, political changes which happened in society in the XVIII c. up to now was the main criteria of development of vocational training:

- the first period (1709-1745) - is begun school vocational training which promoted training of technicians;
- the second period (1746-1887) - insufficient financing of professional educational institutions. Decline of development of vocational training. Lack of coherent system of training;

- the third period (1888-1917) - the creation and the development of system of the special preparation regulated by the bill «Basic Provisions about Industrial Schools» (in 1888);
- the fourth period (1917-1940) – the creation of the Soviet system of vocational training, the creation of branch systems;
- the fifth period (1941-1946) – the system of labor reserves in Ukraine almost stopped the functioning. The predominant part of workers were prepared by the accelerated methods at the enterprises;
- the sixth period (1946-1990) – the introduction of the large-scale program of training of specialists;
- the seventh period (in 1991 - still) - getting the new status of the independent state by Ukraine and the beginning of reproductive processes in all branches - the industry, education, the social sphere, etc. Searching of the new ways of housekeeping [4].

On the basis of the carried-out analysis it should be noted that the sixth period was characterized by powerful development of vocational training and mechanisms of planned employment of graduates. However, since establishment in Ukraine of the Soviet power and inclusion of Ukraine in structure of the Union of Soviet Socialist Republics, training of specialists gained peculiar features among which were both positive, and negative.

In Ukraine of the Soviet period positive features of vocational training of specialists belong to:

- standardization of vocational training and criteria of quality irrespective of territorial and branch (whether departmental) submission;
- thorough theoretical preparation with the strengthened attention to world outlook problems;
- broad practical training;
- ensuring the guaranteed employment of graduates and providing their social status.
- To negative features of domestic system of vocational training of specialists of this period:
- full isolation from practice and experience of development of the European system of vocational training of specialists;
- total and conscious absence of reference points for integration of domestic vocational training into the world;
- orientation in vocational training of specialists to one-time accumulation of possibly necessary knowledge;
- lack of effective system of professional development of the trained staff.

In general the domestic system of vocational training of specialists of the Soviet period consisted in orientation only on own achievements, at the same time it concerned both system of vocational training in general, and training of specialists for different branches of economy.

Quality of vocational training during this period was provided with a number of system organizational and financial actions, in particular:

- state planning of necessary volumes of vocational training of specialists of different working professions, considering a demographic situation and development plans for economy of the state;
- ensuring free vocational training at the expense of the state;
- the created system of systematic and regular professional development of pedagogical employees of professional educational institutions;
- existence of the standardized requirements to specialists' knowledge and, respectively, to the unified training programs without regional component in training;
- clear long-term and operational planning of teaching and educational actions, careful observance of implementation of these plans and organization of control of their enforce [5].

However fast political, social and economic changes which took place after the collapse of the Union of Soviet Socialist Republics accelerated the process of reforming of system of vocational training in all Post-Soviet countries. Despite of general «inheritance» - the Soviet model of system, each of the Post-Soviet countries chose own way of reforming.

Reform of system of vocational training of experts, change of a paradigm of quality management of vocational training became the necessary mechanism when contents, methods and structure of vocational training did not answer new social inquiries when they lagged behind global tendencies of formation of information, post-industrial society in the conditions of continuous political and technological changes.

The main changes in the Post-Soviet countries are, first of all, political transformation, transition from command and administrative to market economy, change in ideology and social structure of society.

The majority of the countries, more than ever earlier, pay much attention to process of improvement of quality of all parties of public life. Quality of training becomes a basis of competitiveness more and more and forces to change of an educational paradigm.

In literal translation from the Latin the word «paradigm» means «an example, a sample», but in modern pedagogical science it is understood as conceptual model of education [1].

In our case it has to promote change, improvement of quality of vocational training, to promote formation, formation of the specialists as a subject which clear realized what he wants and what aspires to.

Change of an educational paradigm of quality management of vocational training in the Post-Soviet countries is aimed at the development of the majority of spheres of activity, gradual transition to public state mechanism of management which destroys monopolistic state administration by this system.

Traditional content of quality management of vocational training cannot correspond to the requirements of time any more, and has to satisfy demands and requirements of the future. In the certain Post-Soviet countries transition to market economy, the western democratic system with new representation about civil the rights led to predictable changes which, respectively, demand deep changes in the content of quality management of vocational training. Destruction of the former socialist ideals influences on the process of updating of content of vocational training, and respectively, management of its quality in the Post-Soviet space.

The following components can be a basis of an educational paradigm of quality management of vocational training:

- design of requirements to the graduate according to standards on a modular competent basis;
- development of contents and technologies of study in professional educational institutions;
- material and scientific and methodical ensuring of educational process;
- monitoring of indicators of quality of vocational training of specialists;
- independent certification of graduates of professional educational institutions;
- analysis of efficiency of activity of professional educational institution.

Recently the system of vocational training of specialists passed to such methods of management which are based on the concept of quality as abilities to satisfy requirements of the employer. Adaptation of system of vocational training to conditions of commercialization of all parties of public life demands introduction of system of management in running, in particular the preparation of quality preparation directed to the end result - employment of graduates, further fixing in branches and career development.

Noted ideas and principles can be realized on condition of clear and consecutive implementation of requirements to those who

does the control of vocational training. First of all, these are managers of professional educational institution who on the basis of direct practical experience have to master the professional competence. In that case «competence» has estimated value where the special attention is paid to a degree of mastering managers by necessary skills, to legal compliance [2].

It is proclaimed the concept of modernization the development of professional education provides its high-quality and substantial reorganization with preservation of the main idea - systems of training of staff taking into account the requirements of labor market, individual requirements and opportunities of pupils [3].

In professional educational institutions of the Post-Soviet countries in the context of social partnership of labor market significantly influences on quality management of vocational training of specialists, and also on planning of own activity, flexibly reacting to change of an economic situation, the need for specialists and their competence. Information concerning of development of labor market makes an external context of development of educational institution, forming its strategy, the purpose, a task and vectors of development, one of which is an improvement of quality of management of vocational training which as a result does graduates demanded in labor market and strengthens positions of educational institution in education market, increasing its competitiveness.

Therefore, political, economic and social changes in the Post-Soviet countries, new demands which are made to quality of vocational training considerably affected on system of vocational training that led to essential updating of a paradigm of quality management. The inherited Soviet model of quality management of vocational training of specialists had certain positives, but over time experienced essential changes that's why the system analysis of modern experience of preparation in the European countries is expedient strategy in overcoming the calls and resolution of conflicts connected with modernization of an educational paradigm of quality management of vocational training.

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AKMEOLOGICAL ASPECTS OF FORMATION THE PROFESSIONAL COMPETENCE OFFUTURE SPECIALISTS IN FOOD INDUSTRY

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On the basis of the scientific literature analysis, the article is revealed the content of the concept of “akmeology”, “professional competence of the individual”. The components that determine the professional competence of food industry specialists are being characterized, taking into account the akmeological approach. It is determined certain aspects of the akmeological approach to the formation of professional competence of future specialists in the food industry in the process of training in vocational schools.

Keywords: akmeology, akmeological approach, professional competence.

Formulation of the problem. Taking into account the tasks of development of Ukraine in the Western European and world space, the educational process in professional educational institutions should focus on the training of future specialists in the food industry in accordance with the requirements of technological development of the industry, the formation of a creative person of the future specialist with a high level of professional competence, the ability to self-organization and self-realization in professional activities. It is the akmeological approach that is the new innovative direction of modern education, which enables the qualitative training of future specialists, provides for the development of a spiritually, socially and professionally mature person.

Analysis of scientific publications. A number of scientific studies are devoted to akmeology as a branch of scientific knowledge, in particular the works of A. Bodalev, Y. Gagin, A. Derkach, V. Zyazikin, N. Kuzmin. The most investigated is the acmeological approach to the formation of professional competence of a teacher in scientific researches of V. Vakulenko, I. Drach, A. Kozyr, N. Kosharna, V. Maksimova, I. Nikolaescu, S. Palchevsky, A. Protsenko, N. Razina, B. Tarasova, O. Tatushko and others. The problem of forming the professional competence of future specialists was studied in works by N. Butenko, A. Verbitsky, G. Vasyanovich, S. Goncharenko, A. Dakhin, I. Zimnya, A. Molchanov, G. Nazarenkova, L. Sergeeva, V. Sinenko, L. Sukhentseva, O. Shcherbak and others, the formation of the professional competence of food industry specialists are set out in the dissertation research and scientific articles by T. Lazareva, M. Lobur, N. Sychevskaya, L. Krayjuk, P. Pivovarova, V. Potapova, L. Yancheva etc.

The development of models for the formation of the professional competence of specialists in the food and processing industry, taking into account the akmeological approach, is at the stage of formation.

The purpose of this article is to consider the formation of professional competence, which should be carried out in the process of training specialists in the food and processing industry in a vocational school from the standpoint of the akmeological approach.